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ABSTRACT

To help South Carolina school officials, a task force prepared this handbook for establishing criteria and procedures for evaluating administrator performance. The guidebook's first section notes the purposes of the publication and discusses states' and administrator associations' positions on administrator evaluation, the legal basis for evaluations, and three types of evaluation: narrative essays, forced-choice evaluations with predetermined standards, and evaluations based on established performance objectives. Section 2 describes seven steps for the establishment of an evaluation system, including developing board policies, policy implementation procedures, and job descriptions; selecting the evaluation system and designing an evaluation instrument; familiarizing the administrators and evaluators with the system; and implementing and evaluating the system. Implications for staff development programs are also noted. Finally, three appendices present examples of South Carolina boards' policies on evaluations, model job descriptions, and sample letters and forms for each of the three evaluation types from a fictional "Trihard School District." (RW)

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# EVALUATING SCHOOL ADMINISTRATORS

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## A Guide to Establishing Criteria and Procedures

State Department of Education
Dr. Charle G. Williams, State Superintendent
Columbia, South Carolina

June, 1982

EA 013 822

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## Introduction

As a result of interest expressed by South Carolina school officials in establishing an equitable system for evaluating administrative staff, Dr. Charlie G. Williams, State Superintendent of Education, appointed a task force to develop a guide for establishing criteria and procedures for evaluating administrators' performance. This publication contains guidelines, suggestions, and recommendations of this task force.

The publication (1) provides overviews of the positions of national professional organizations toward administrator evaluations, (2) discusses legal implications related to South Carolina, (3) outlines procedures for developing and implementing administrator evaluations, and (4) suggests some types of instruments that can be used to evaluate administrators. The task force reviewed evaluation materials of school districts in South Carolina and other states. It attempted to eliminate unnecessary materials and include only those considered important and relevant to the evaluation process.

School district leaders who want to develop or revise administrative evaluation procedures are encouraged to study the suggested procedures and recommendations in this document. They may be adapted to suit each local district's staff size, scope of responsibilities, and other variables. They also may be amended for use in evaluating assistant/associate superintendents, assistant principals, and other supervisors.

A district's evaluation system should be based on a methodical identification of needed competencies and accurate assessment of personnel performance so that it benefits both the district and the individual administrator.

## Table of Contents


Page

Introduction

Section I

Purpose ..... 1

Positions of Administrative Associations ..... 1

Legislation and Policy Positions of Other States ..... 1

Legal Basis for Evaluation ..... 2

Types of Evaluations ..... 2

Essay ..... 2

Forced Choice/Predetermined Standards ..... 2

Evaluations Based on Established Performance Objectives ..... 2

Section II

Steps for Establishing an Evaluation System ..... 3

Step 1—Develop and Adopt Board Policy ..... 3

Step 2—Develop Procedures for Implementing Board Policy ..... 3

Step 3—Develop Job Descriptions Which Include Both General and Specific Job Requirements ..... 4

Step 4—Select the Type of Evaluation System to be Used and Design or Select the Appropriate Instrument ..... 4

Step 5—Design and Conduct Activities to Familiarize Administrators and Evaluators with the Evaluation System ..... 4

Step 6—Implement the Evaluation System ..... 5

Step 7—Evaluate the Evaluation System ..... 5

Implications for Staff Development ..... 5

Summary ..... 6

Appendix A—Examples of Board Policies on Evaluations ..... 9

Appendix B—Examples of Job Descriptions ..... 10

Appendix C—Examples of Evaluation Processes ..... 15

# SECTION I

## Purpose

Personnel evaluation represents linking a district's desired educational outcomes with the performance of staff members. The primary aims of evaluation should always be increased effectiveness of personnel and improved programs for students. This implies that the development of the evaluation system and its implementation should be the responsibility of the local school district. Regular formal evaluations offer the best means of assessing administrative performance. Conducted properly, formal evaluations benefit the instructional program of the school district by:

1. enhancing administrator effectiveness
2. improving school curriculum and avoiding deficiencies
3. clarifying for both administrator and evaluator the responsibilities that the administrator is expected to fulfill
4. assuring the board that district policies are being carried out
5. strengthening the working relationship between the administrator and the evaluator.

To gain these benefits, boards should commit themselves to the belief that all individuals should attain the highest possible level of productivity. This commitment should take the form of written policies and regulations which:

1. make explicit the board's belief that evaluations should be constructive experiences to enhance performance
2. assure that administrators know what standards are to be used for evaluation and, as far as possible, be involved in the development of those standards
3. require a review of all evaluations of administrators' performance at least once a year before renewal of contract
4. specify that each evaluation will take place privately at a scheduled time and place
5. require that judgments be supported by rational and objective evidence when possible
6. provide for professional staff development to improve areas of weakness identified in the evaluation process.

An effective evaluation system for administrators should proceed from clearly defined written job descriptions adopted by the district board. Such job descriptions should provide the base for setting goals and objectives for school administrators. For maximum effectiveness, the evaluators and the administrators being evaluated should participate in developing job descriptions and in developing both district and individual goals and objectives.

## Positions of Administrative Associations

Historically, the American Association of School Administrators (AASA) has been a strong advocate of administrator evaluation. The position of the association was reinforced by the 1977 AASA Delegate Assembly which adopted a resolution stating in part:

> AASA believes that evaluation of administrators should be encouraged. AASA urges boards of education to adopt systems of evaluation of administrators and to assume their responsibility for the evaluation of the superintendents of schools. AASA further urges superintendents and other administrators to assume responsibility for the evaluation of all other administrators.

A 1980 publication of the AASA and the National School Boards Association entitled *Evaluating the Superintendent* supports purposeful evaluations of all administrative personnel.

Although this publication addresses the evaluation process only for the position of the superintendent, the importance of purposeful evaluation of principals and other administrative personnel is implied.

The publication further suggests that one method used by administrators to improve and strengthen their roles in directing America's public schools is a formal evaluation system. By participating in their own evaluations, administrators can fully utilize their individual strengths and work on their own weaknesses with the evaluators' assistance. Equally important, such an evaluation system gives administrators positive supervisory support and motivates individual self-development.

## Legislation and Policy Positions of Other States

Most states leave the evaluation of school administrators to the local school district. Three state boards of education have policies that require evaluation of administrators. Twelve states have legislation which requires their evaluation. Such legislation varies from a simple mandate that local districts establish administrator evaluations to more prescriptive legal requirements. In other states, the state departments of education have concerned themselves only with providing technical assistance to local school districts for evaluating district administrators.

## Legal Basis for Evaluation

No specific mandates requiring evaluation of administrators exist in South Carolina. The strongest legal basis for administrator evaluations appears to be in the general powers and duties of school trustees to issue contracts and supervise personnel. In discharging these responsibilities, the local school board both issues and terminates contracts with administrators, other professional staff, and support personnel. It would also be the logical agency to develop and implement evaluation procedures for administrators.

## Types of Evaluations

The three basic types of administrative evaluations are:

1. essay evaluation
2. forced choice/predetermined standards evaluations
3. evaluations based on established performance objectives.

Variations and combinations of these are being used in districts throughout the country.

1. **Essay** — This technique requires the evaluator to write a brief narrative statement listing the administrator's strengths and weaknesses. When more than one evaluation is used, evaluations are consolidated and presented to the administrator in a private conference that provides an opportunity for response and rebuttal. The major weaknesses of essay evaluations are their variability in length and depth, the latitude for ambiguous content, and the opportunity for "fence-straddling" statements that add nothing to the outcome of the evaluation process.

2. **Forced Choice/Predetermined Standards** — Evaluations of this type may consist of checklists or five- to ten-point scales that force the evaluator to choose between statements that best describe, or least typify, performance. Forced choice rating scales do not allow for individualized assessment because criteria and scales are the same for all. However, they do have the advantages of reducing rater bias, and to some degree, establishing a basis for more accurate comparisons of current and past performance. Checklists and rating scales conform to the popular concept of evaluations and appear to be clear cut, objective, and easy to use. While evaluations in this category may not always use checklists or rating scales, such evaluations do use predetermined standards that are monitored and analyzed and that result in feedback and indications for improvement.

### Forced Choice/Predetermined Standards

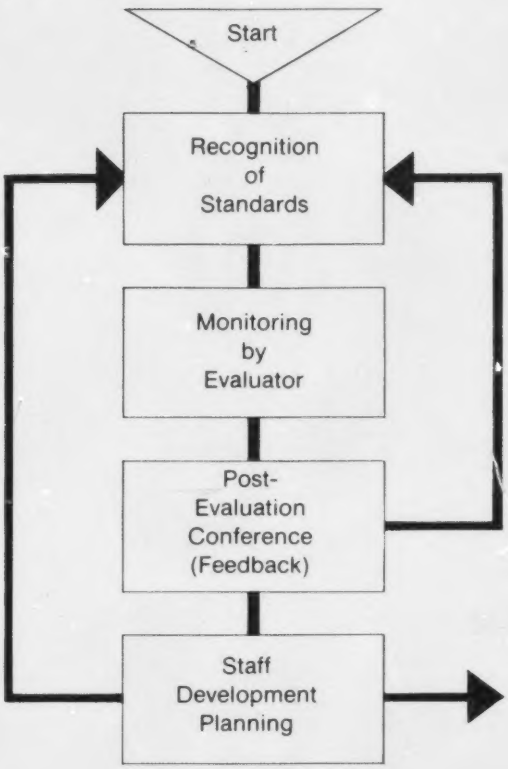


Figure 1

3. **Evaluations Based on Established Performance Objectives** — Performance-based evaluations are characterized by:

A. setting or reviewing broad goals established for a school or district

B. cooperatively establishing organizational and individual goals and objectives that will be monitored, reviewed, and analyzed in terms of the administrator's progress toward accomplishing them.

Most authorities agree that this type of evaluation better serves the purpose of improving both the individual and the system. The administrator, knowing what the objectives are, can attempt to match them with performance. The advantage of predetermined objectives is that the administrator knows what is expected. The development of job descriptions should be the beginning process in this type of evaluation.

At the end of the year, administrators complete self-assessments describing to what extent they have attained objectives and provisions of their job descriptions. Evaluators review the self-assessments and complete

evaluations of total performance. In the post-evaluation conference, both discuss discrepancies and derive implications for staff development and adjustment of goals. This cooperative review and analysis is a key step which leads smoothly into follow-up staff development activities and adjustment of goals and objectives for the ensuing year.

### Evaluations Based on Established Performance Objectives

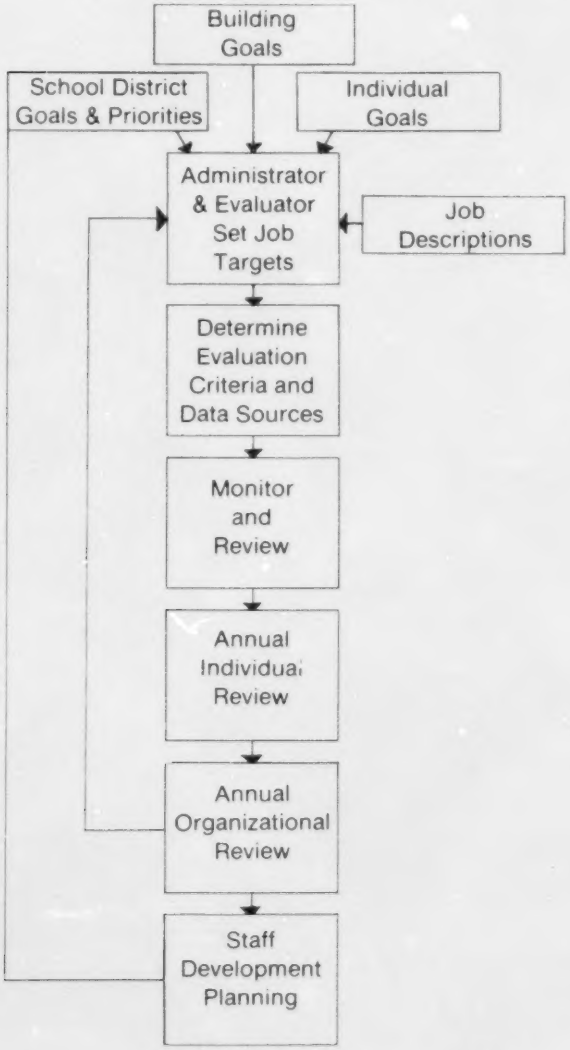


Figure 2

# SECTION II

## Steps for Establishing an Evaluation System

The steps listed below should be followed in the development of a comprehensive evaluation system and would be applicable to any of the types of evaluation systems suggested in Section I.

Step 1. Develop and adopt board policy.

Step 2. Develop procedures for implementing board policy.

Step 3. Develop job descriptions which include both general and specific job requirements.

Step 4. Select the type of evaluation system to be used and design or select the appropriate instruments.

Step 5. Design and conduct activities to familiarize administrators with the evaluation system.

Step 6. Implement the evaluation system.

Step 7. Evaluate the evaluation system.

These seven steps depict the complete process for establishing an administrator evaluation system. Steps one and two represent the board's commitment. Steps three through six cover development and implementation of the system. Step seven is the system review and leads smoothly into staff development activities. Each step is described in more detail below.

**Step 1 — Develop and Adopt Board Policy**

Each school district should adopt a policy statement that addresses a commitment to ongoing evaluation of administrative personnel. The policy should reflect the district's philosophy and purpose of evaluation.

In developing a policy statement, the board should consider the following purposes:

1. raise the quality of instruction and educational services to the people of the community
2. improve the educational management and leadership of the educational system
3. clarify duties and responsibilities
4. improve job performance
5. promote professional growth
6. facilitate better communications between administrators and evaluators
7. facilitate awareness of each administrator's expectations
8. support district priorities for improvement of education.

**Step 2 — Develop Procedures for Implementing Board Policy**

The board may elect to delegate the re-

sponsibility of developing procedures for evaluating administrative personnel to the superintendent and his staff. This process should include input from individuals who are involved in the evaluation system, in the role of either evaluator or administrator. The system should use the administrator's job description as a base.

Procedures for evaluating administrators should:

1. allow for self-evaluation
2. include pre- and post-evaluation conferences
3. allow adequate time for making evaluation decisions
4. be cyclical and provide follow-up
5. outline responsibilities for the evaluator and the administrator
6. describe realistic formal and informal methods and criteria for making evaluation decisions
7. determine that evaluation summary reports be written and filed with the appropriate supervisor
8. include documentation
9. allow flexibility for altering goals when necessary.

**Step 3 — Develop Job Descriptions Which Include Both General and Specific Job Requirements**

Individuals seem to perform best when they know what is expected of them, when expectations are clearly defined, and when evaluation centers on how well these expectations are being achieved. Therefore, clear, concise job descriptions should be developed to include not only general expectations for similar positions, but also any specific requirements of that assignment. The total administrative team should be involved in the formation of job descriptions.

Job descriptions should include the following:

1. title of position
2. qualifications
3. title of supervisor
4. titles of people supervised
5. general job responsibilities
6. specific job responsibilities
7. terms of employment
8. evaluation requirements.

**Step 4 — Select the Type of Evaluation System to be Used and Design or Select the Appropriate Instrument**

There may be no single evaluation system that can meet the needs of some school districts. A variety of methods and measurement criteria are available. Evaluation procedures can vary from simple checklists to more complex designs addressing performance appraisals, management-by-objectives, or combinations of several appraisal methods.

Specific needs, expectations, and philosophies should determine the type of evaluation. The evaluation system should promote goal achievement, encourage superior performance, clarify job expectations, and provide for professional growth in administrators. Often, too much emphasis is placed on the right way to complete the evaluation, rather than using the evaluation to determine administrative effectiveness. Specific tasks, goals, and objectives should be considered in priority. Personality traits should be used as measures of performance only when they are specific to the administrator's job description. All designs should provide for written comments by all parties in the evaluation, including the administrator.

Probably the most important aspect of selecting, developing, and implementing an evaluation system is the involvement of personnel representing all phases of the process. Meaningful input and participation in the development processes by both administrators and evaluators will greatly increase the probability that the evaluation system will accomplish its intended purposes.

**Step 5 — Design and Conduct Activities to Familiarize Administrators and Evaluators with the Evaluation System**

Evaluators and administrators should understand the purposes, procedures, mechanics, and results desired of an evaluation system. Training may be needed to familiarize them with the district system. Factors directly affecting the need for training include:

1. the complexity of the evaluation system
2. the size of the school district
3. the number of employees involved
4. the extent to which personnel have been included in the development process

The content emphasis for pre-evaluation training/orientation sessions will depend on the understanding and skills of administrators with regard to such basic elements of the evaluation system as:

1. the evaluation procedures to be used
2. the instruments and forms to be used
3. the use of observational techniques
4. gathering data to determine level of performance

5. effective use of evaluation results in the post-evaluation conference.

Beyond the basic mechanics of the evaluation system, administrators and evaluators must be able to:

1. develop specific performance tasks
2. establish performance tasks that will challenge those evaluated to improve their performance
3. establish performance tasks that are measurable
4. analyze the performance tasks to ensure that they are manageable and attainable.

Acceptance and ultimate effectiveness of the evaluation system will depend on the extent to which both evaluators and administrators understand the system and use it as intended.

**Step 6 — Implement the Evaluation System**

Ideally, the Administrative Evaluation System should be implemented so that the evaluators have ample opportunity to assess all areas of responsibility assigned to the administrator. If pre-evaluations are to be utilized, they should occur early in the school year. Post-evaluations should be scheduled late enough to allow full assessment of the administrators' responsibilities. Evaluation systems that are undergoing trial periods or pilot testing prior to full implementation should be reviewed, and if necessary, revised prior to implementation.

Often, checkpoints are identified in the school year. During these periods the administrator's progress toward stated goals and objectives can be assessed. Such assessment periods provide for continuous evaluation and timely feedback. Deadline for the final evaluator-administrator conference should be specified. It is suggested that ten days be allowed after the final conference for rebuttal and appeal.

The following list provides an overview of items to be considered in the implementation phase.

1. Any trial or pilot phase should be completed prior to full implementation.
2. A timetable addressing all aspects of the evaluation system should be developed.
3. Assessment periods or checkpoints may be established to assure continuous evaluation.
4. Determinations should be made concerning where and when the final evaluations should take place.
5. Rebuttals and/or appeals should be filed by the administrator within ten days after the final evaluation conference.

**Step 7 — Evaluate the Evaluation System**

Just as district policy should establish sound management practices and reflect the expectations of the community, the evaluation system should serve the needs of the district and of the individual. The evaluation system should be evaluated annually to ensure that it is accomplishing its three major purposes: to evaluate the individual, to improve administrative skills, and ultimately to improve district programs.

The following questions should be considered when determining the effectiveness of an evaluation system.

1. Does the system focus on the entire range of responsibilities which affect the quality of administration (i.e., organization and structure, staff personnel, instruction and curriculum development, pupil personnel, school plant, school transportation, and school-community relations)?
2. Is the purpose of the evaluation system to improve the quality of administration?
3. Is it conducted in relation to goals and objectives of the school district?
4. Is it cooperatively developed by representatives from all of the groups to be evaluated?
5. Does it help administrators to identify the scope of their duties and prerogatives and to clarify the relationship of school district objectives to their personal and professional objectives?
6. Does it include self-assessment?
7. Does it provide that adequate records be kept of all phases of the process?
8. Is it accompanied by comprehensive, contractual due process provisions?
9. Does it encourage the administrators' experimentation, creativity, and flexibility?
10. Does it provide for periodic assessment and revision?
11. Does it provide training to promote understanding of the system?
12. Is it realistic in terms of time and funds for implementation?

## Implications for Staff Development

Provisions for a staff development program should be an integral part of any administrator evaluation procedure. Most models provide a feedback phase that can be used in setting staff development priorities. Staff development is designed to bring about improved administrative leadership and professional development in administrators and other school personnel.

Effective staff development will result in improved administrator effectiveness and improved programs for students. Two primary points of similarity between staff development and evaluation are that both (1) stress the relationship of the individual to the organization; and (2) tend to produce improvement for the individual and the organization.

An effective evaluation system becomes a part of the district's administrative plan and reflects community needs and expectations, district philosophies, board policies, and district goals and priorities. Flowing out of the evaluation system are positive indications for staff development activities.

Commitment refers to the development of both directives and policies which not only establish sound management practices, but also facilitate the accomplishment of district goals. District goals, in turn, are based on community needs and expectations and district educational philosophy. Commitment also indicates a willingness to insure that established evaluation procedures are carrried out and that resulting identified needs for staff development are met.

Evaluation refers to the cooperative agreement between evaluator and administrator on job targets, expected criteria, data sources to be used, and the procedures for monitoring, reviewing, and feedback.

Staff development refers to identification of individual and district or school needs, selection of alternative approaches to solve identified problems, determination of delivery systems, and selection of personnel for participation in various staff development programs. Staff development programs must be supported by and, in turn, support the district's formal evaluation process in order to provide continuous improvement for school administrators.

As a minimum, an integrated model of administrator evaluation will contain three phases: commitment, evaluation, and staff development. Figure 3 shows these three phases and illustrates their relationship and continuity.

## Summary

Increasing numbers of South Carolina school districts are considering the need to evaluate administrators. Support for management evaluations is evident, not only from state agencies, but also from state legislators and professional organizations. Sound evaluation policies and procedures should foster positive relationships between the evaluator and the administrator and should promote development for both the individual and the organization.

Effective school districts meet the need for program improvement and individual growth through sound management practices and reasonable district goals and objectives that reflect community expectations and challenge district personnel. District policy should establish procedures for conducting evaluations. Job descriptions should be developed, reviewed, and updated on a regular basis. Sound evaluation processes that provide feedback should be established. In turn, the evaluation system should be reviewed and revised as needed. The evaluation system is essential to today's repeated demands for accountability in the total educational program.

## Integrated Model for Evaluation and Development

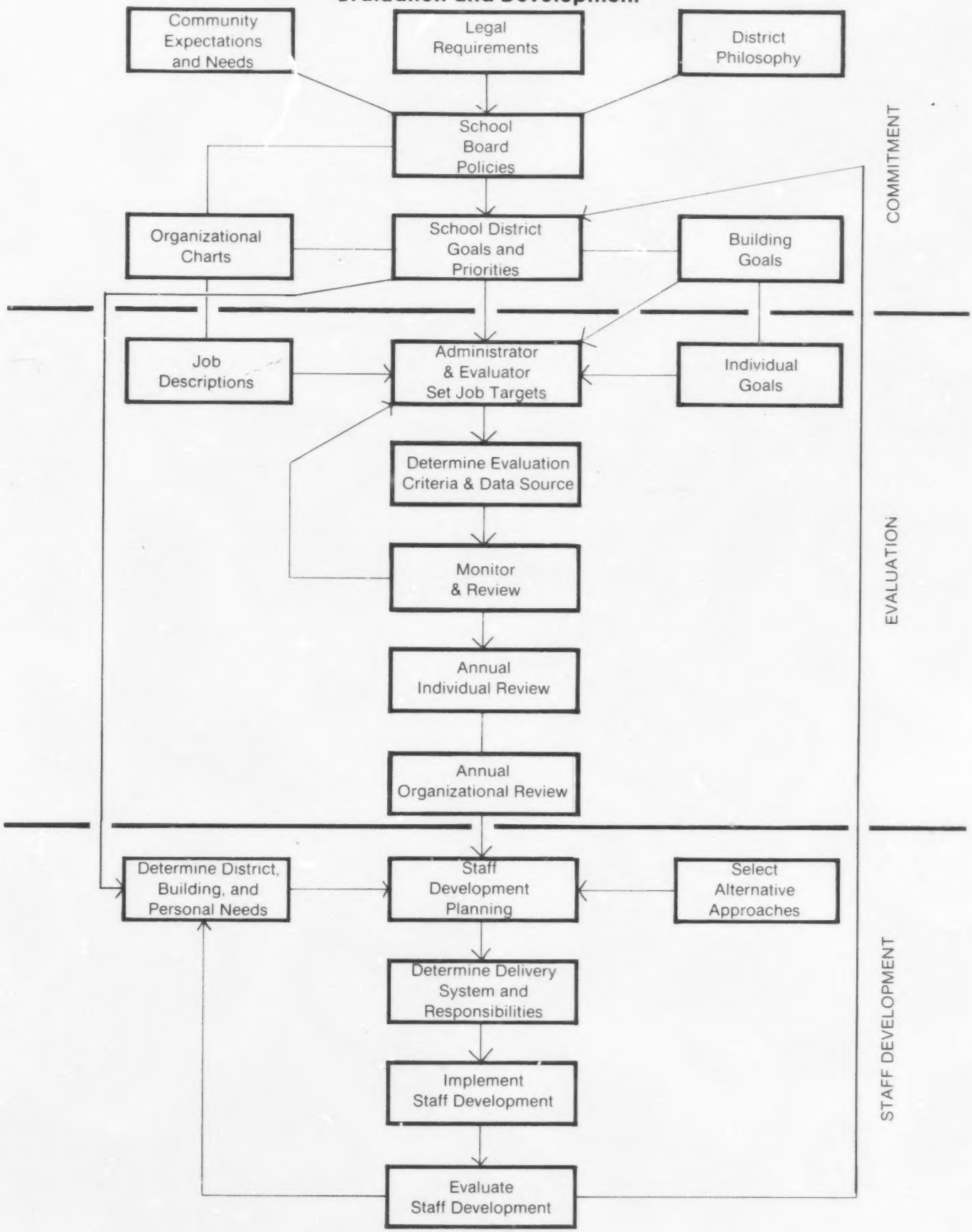


Figure 3

# APPENDIX A

## Examples of Board Policies on Evaluations

The following examples of board policies in South Carolina school districts are not intended to be all-inclusive. Each district should develop its own policy in accordance with its needs and educational philosophy.

### Example I — Evaluation of Certified Employee Performance

The policy of the board is that the performance of every employee be evaluated fairly and on a periodic basis in an effort to improve the quality of all work performance.

The superintendent is charged with the responsibility of developing and administering rules, regulations, and procedures necessary for conducting an efficient, effective program of employee evaluation. The elements of the performance evaluation program shall be:

1. that every employee is informed of the criteria by which his/her performance is to be evaluated
2. that every employee has the right to be informed of his/her performance evaluation
3. that every employee has the right to request an additional performance evaluation by another evaluator.

### Example II — Administrative Personnel Evaluation

The superintendent shall implement and supervise an evaluation system for all administrative personnel. He shall report to the board annually on the performance of all administrators and make recommendations regarding their employment and/or salary status.

Formal evaluations shall be made at least once a year. They shall be conducted according to the following guidelines.

1. Evaluative criteria for each position shall be in written form and made available to the administrator.
2. Evaluations shall be made by the person to whom the administrator is immediately responsible.
3. Results of evaluations shall be put in writing and shall be discussed with the administrator by the person who makes the evaluation.
4. The administrator being evaluated will have the right to attach a memorandum to the written evaluation and will have rights of appeal through established grievance procedures.
5. All results of the evaluations shall be kept in confidential personnel files maintained at the superintendent's office.

### Example III — Administrative Personnel Evaluation

Administrators shall be evaluated annually by their immediate supervisors. Evaluations shall be written and shall set forth specific job tasks that need to be performed by the administrator. The evaluation shall be discussed with the administrator by the immediate supervisor who makes the evaluation. All evaluations shall be completed prior to re-employment by the board.

The administrator being evaluated will have the right to attach a memorandum to the written evaluation and to appeal the evaluation through established grievance procedures.

Results of the evaluations shall be kept in confidential personnel files maintained in the superintendent's office.

In the event that the administrator fails to respond satisfactorily to the job tasks outlined in the evaluation, the immediate supervisor shall have another conference to discuss the problems and seek to devise a program to assist the administrator in overcoming his/her deficiencies. The immediate supervisor shall maintain a record of these conferences and other data pertinent to the situation.

When the immediate supervisor determines that an administrator's work is unsatisfactory and that he/she is failing to make satisfactory progress, he shall inform the superintendent, and the superintendent shall, in turn, inform the board of trustees.

If the immediate supervisor recommends that the administrator be dismissed, procedures established by the Board of Education shall be followed.

### Example IV — Evaluation of Superintendent

Through evaluation of the superintendent, the board shall strive to accomplish the following:

1. clarify for the superintendent his role in the school system as seen by the board

2. clarify for all board members the role of the superintendent in light of the board's written statement of the abilities needed by the chief executive officer and his responsibilities

3. develop harmonious working relationships between the board and superintendent

4. provide administrative leadership of unquestionable excellence for the school system.

It shall be the board's policy to evaluate the abilities and services of the superintendent through a formal procedure at the time of contract expiration.

The evaluation shall be made on the basis of the board's written statements concerning the abilities needed by, and the responsibilities and duties to be discharged by, the superintendent. Board evaluations of the superintendent's abilities and performance in various areas shall be in writing, made available to him, and discussed with him in an executive session.

# APPENDIX B

## Examples of Job Descriptions

The job descriptions shown as examples were developed from materials published by the National School Boards Association. Specific job responsibilities have been categorized into eight broad areas of administration that are recognized by current authors as inclusive of administrative responsibilities. The areas of administration are not listed in priority order. Specific job responsibilities are intended to represent the customary responsibilities of the positions and, in some cases, will be repetitive. Unique responsibilities would include those personal, professional, and position responsibilities that result from district goals or from unique personal and position responsibilities such as campus beautification, closing a school, improving the administrator's communication skills, or raising student test scores. Unique responsibilities should be established prior to any evaluation activities.

### Example 1

**Title:** Superintendent

**Qualifications:**

1. Certificate required by State Board of Education.
2. Degrees and area of major study.
3. Kind and amount of prior job experience.
4. Other qualifications which the board may find appropriate.

**Reports to:** District School Board

**Supervises:** Directly or indirectly, every district employee.

**Job Goal:** To inspire, lead, guide, and direct every member of the administrative, instructional, and supportive services teams in setting and achieving the highest standards of excellence, so that each individual student enrolled in the district may be provided with a complete, valuable, meaningful, and personally rewarding education.

Further, to oversee and administer the use of all district facilities, property, and funds with a maximum of efficiency, a minimum of waste, and an ever-present, overriding concern for their impact upon each student's education.

**Performance Responsibilities:**

### Organization and Structure

1. Acts on own discretion if action is necessary in any matter not covered by board policy, reports such actions to the board as soon as practicable, and recommends policy in order to provide guidance in the future.

2. Enforce adherence to all constitutional or statutory laws, State Board of Education regulations, and district board policies.

3. Prepares and submits to the board recommendations relative to all matters requiring board action, placing before the board necessary and helpful facts, information, and reports to ensure that informed decisions are made.

4. Informs and advises the board on programs, practices, and problems of the schools, and keeps the board informed of activities operating under the board's authority.

5. Formulates school objectives, policies, plans, and programs; and prepares and presents facts and explanations necessary to assist the board in its legislative, judicial, and executive duties.

6. Attends and participates in all meetings

of the board and its committees, except when own employment or salary is under consideration.

7. Advises the board on the need for new or revised policies and ensures that all board policies are implemented.

8. Attends, or delegates a representative to attend, all meetings of municipal agencies at which matters pertaining to the public schools appear on the agenda or are expected to be raised.

9. Performs other tasks assigned by the board.

10. Delegates, at own discretion to other employees of the board, the exercise of any powers or the discharge of any duties, with the knowledge that the delegation of power or duty does not relieve the superintendent of final responsibility for the action taken under such delegation.

Specific responsibilities: _____

_____

_____

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_____

## School Finance and Business Management

1. Prepares the annual operating budget recommendations and implements the board-approved budget.

2. Submits to the board a clear and detailed explanation of any proposed procedure which would involve either departure from established policy or the expenditure of substantial sums.

3. Maintains adequate records for the schools, including a system of financial accounts; business and property records; and personnel, school population, and scholastic records. Acts as custodian of records, all contracts, securities, documents, title papers, books of records, and other papers belonging to the board.

Specific responsibilities: _____

_____

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## Staff Personnel

1. Recommends for appointment, assigns, and defines the duties of all employees, subject to approval of the board.

2. Recommends the number and types of positions required to provide proper personnel for the district school operation.

3. Reports to the board the case of any employee whose service is unsatisfactory and recommends appropriate action.

4. Holds meetings of teachers and other employees when necessary to discuss matters concerning the improvement of school programs and the welfare of students.

5. Secures and nominates for employment the best qualified and most competent teaching, support, supervisory, and administrative personnel.

6. Assigns and transfers employees as the interest of the district may dictate, and reports such action to the board for information and record.

Specific responsibilities: _____

_____

_____

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## Instruction and Curriculum Development

1. Keeps informed of modern educational practices by advanced study, visiting school systems elsewhere, attending educational conferences, and other appropriate means; and keeps the board informed of trends in education.

2. Studies and revises all curriculum guides and courses of study on a continuing basis with staff assistance.

3. Conducts a periodic appraisal of the total school program, and advises the board on recommendations for educational advancement in the district.

4. Recommends, for adoption by the board, all courses of study, curriculum guides, and

major changes in texts and time schedules to be used in the schools.

Specific responsibilities: _____

_____

_____

_____

_____

## Pupil Personnel

1. Recommends the establishment or alteration of attendance boundaries for all schools in the interest of good administration of the instructional program. Approves the transfer of students from one neighboring attendance area to another only when, in the superintendent's opinion, special conditions in each case warrant such action.

Specific responsibilities: _____

_____

_____

_____

_____

## School Plant

1. Provides suitable instructions and regulations to govern the use and care of school properties for educational purposes.
2. Recommends the location and size of new school sites and additions to existing sites; the location and size of new buildings on school sites; plans for new school buildings; all appropriations for sites and buildings; and improvements, alterations, and changes in the buildings and equipment of the district.
3. Recommends to the board sales of all property no longer required by the board, and supervises the proper execution of all property transactions.

Specific responsibilities: _____

_____

_____

_____

_____

## School Transportation

1. Makes recommendations to the board concerning the transportation of pupils in accordance with state laws and safety requirements.

Specific responsibilities: _____

_____

_____

_____

_____

## School-Community Leadership

1. Keeps the public informed about modern educational practices, educational trends, and the policies, practices, and problems in the district's schools.
2. Confers periodically with professional and lay groups concerning the school program, and transmits to the board suggestions gained from such conferences.
3. Administers, as chief school executive, the development and maintenance of a positive educational program designed to meet community needs and to carry out board policies.

Specific responsibilities: _____

_____

_____

_____

_____

**Terms of Employment:** Twelve months a year. Salary to be arranged with the board.
**Evaluation:** Performance of this job will be evaluated in accordance with provisions of the board's policy on evaluation of the superintendent.

Approved by:

_____
(Chairman, District Board)

Date: _____

Reviewed and
agreed to by:

_____
(Administrator)

Date: _____

## Example 2

**Title:** Principal

**Qualifications:**

1. Certificate for level required by the State Board of Education.
2. Degrees and area of major study.
3. Kind and amount of prior job experience.
4. Other qualifications which the board may find appropriate.

**Reports to:** (Person designated by the board or the superintendent.)

**Supervises:** (Staff members designated by the board or the superintendent.)

**Job Goal:** To use leadership, supervisory, and administrative skills to promote the educational development of each student in assigned school.

**Performance Responsibilities:**

### Organization and Structure

1. Delegates authority to responsible personnel to assume responsibility for the school in the absence of the principal.
2. Keeps the superintendent informed of school activities and problems.
3. Assumes responsibility for the implementation and observance of all board policies and regulations by the school staff and students.
4. Plans, organizes, and directs implementation of all school activities.
5. Serves as a member of district committees and attends meetings as directed by the superintendent.
6. Prepares or supervises the preparation of reports, records, lists, and all other paperwork required or appropriate for the school's administration.
7. Keeps supervisor informed of unusual events and activities, as well as routine matters, at the school.
8. Serves as an ex-officio member of all committees and councils at the school.
9. Keeps abreast of changes and developments in the profession by attending professional meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field.
10. Assumes responsibility for all official school correspondence and news releases.

Specific responsibilities: _____

_____

_____

_____

### School Finance and Business Management

1. Assists in the management and preparation of the school budget
2. Prepares and submits the school budgetary requests and monitors expenditures of funds.
3. Maintains and accounts for various local funds generated by student activities.

Specific responsibilities: _____

_____

_____

_____

_____

### Staff Personnel

1. Recommends the removal of a teacher whose work is unsatisfactory, according to established legal procedures.
2. Assists in the in-service orientation and training of teachers, with special responsibility for staff administrative procedures and instructions.
3. Orients newly assigned staff members and assists in their development.
4. Supervises all professional, paraprofessional, administrative, and nonprofessional personnel assigned to the school.
5. Evaluates and counsels all staff members regarding their individual and group performance.
6. Assists in the recruiting, screening, hiring, training, assignment, and evaluation of all school staff.
7. Conducts staff meetings necessary for the proper functioning of the school.
8. Cooperates with State Department of Education and college and university officials regarding teachers' initial and advanced training.
9. Assumes responsibility for own professional development through membership and participation in professional organizations; through attendance at regional, state, and national meetings; and through enrollment in advanced courses.

Specific responsibilities: _____

_____

_____

_____

## Instruction and Curriculum Development

1. Leads in the development of the instructional program and determines its legality and appropriateness for students.
2. Supervises all activities and programs that are outgrowths of the school curriculum.
3. Budgets school time to provide for the efficient conduct of instruction and other business.
4. Initiates, designs, and implements programs to meet specific needs of students.
5. Supervises and evaluates all extracurricular programs.
6. Supervises the teaching process.
7. Approves the master teaching schedule and special assignments.

Specific responsibilities: _____

_____

_____

_____

_____

_____

## Pupil Personnel

1. Enforces school attendance laws and admission requirements.
2. Asserts leadership when disturbances occur in school, in accordance with established board policy.
3. Supervises the maintenance of accurate records on the progress and attendance of students.
4. Schedules classes within established state guidelines to meet student needs.
5. Establishes written guidelines for proper student conduct and discipline, and publishes and enforces them, according due process to student rights.
6. Supervises the guidance program to enhance individual student development.
7. Establishes and maintains an effective learning climate in the school.

Specific responsibilities: _____

_____

_____

_____

_____

_____

## School Plant

1. Assumes responsibility for the safety, cleanliness, maintenance, and repair of the school plant.
2. Provides adequate inventories of school property, ensures its security, and maintains accountability records for that property.
3. Plans and supervises fire drills and preparedness for other emergencies.
4. Supervises the daily use of school facilities for both academic and nonacademic purposes.
5. Supervises the school food services program at the school.

Specific responsibilities: _____

_____

_____

_____

_____

_____

## School Transportation

1. Works with appropriate district administrative staff members on school transportation and safety.
2. Supervises aspects of the school transportation system that are responsibilities of the school.

Specific responsibilities: _____

_____

_____

_____

_____

_____

## School-Community Leadership

1. Makes arrangements for special conferences between parents and teachers.
2. Maintains active relationships with students and parents.
3. Establishes and maintains favorable relationships with local community groups and individuals to foster understanding and support for overall school objectives and programs; to interpret board policies and administrative directives; and to refer, discuss, and resolve individual student problems to appropriate agencies or individuals.
4. Organizes and administers the school public relations program.

5. Attends special events held to recognize student achievement, other school-sponsored activities, and athletic events.

Specific responsibilities: _____

_____

_____

_____

_____

_____

**Terms of Employment:** Ten-, eleven-, or twelve-month year. Salary and work year to be established by the board.

**Evaluation:** Performance of this job will be evaluated in accordance with provisions of the board's policy on evaluation of professional personnel.

Approved by:

_____

(Superintendent/Supervisor)

Date: _____

Reviewed and
agreed to by:

_____

(Administrator)

Date: _____

# APPENDIX C

## Examples of Evaluation Processes

### Informal Narrative Evaluation

The Informal Narrative Evaluation procedure consists of a statement on the effectiveness of the administrator's job performance, expressed in strengths and weaknesses according to the evaluator's judgment. The content of the statement may be derived through the use of more formal evaluation techniques; but whatever the content or procedure used, the statement should reflect the evaluator's judgment. Care should be exercised to ensure that all responsibilities and other qualities listed are specifically included in the administrator's job description.

To be effective, the statement should be presented to the administrator in a private conference, allowing sufficient time for discussion of all items included in the statement. A second conference may be provided to present additional information or responses at the request of the administrator. The final evaluation statement should be given to the administrator and a copy placed in the official personnel file.

The example of a narrative evaluation which follows is based on the superintendent's job description shown in Appendix B. Strengths noted in the example refer to the areas of School-Community Leadership, Items 1 and 2, and Instruction and Curriculum Development, Items 2 and 4. Weaknesses noted in the example refer to the areas of School Finance and Business Management, Item 1, and Staff Personnel, Item 5.

TRIHARD SCHOOL DISTRICT
P. O. Drawer 1
TRIHARD, SC 29000

Mr. Rutledge B. Dogood
Superintendent
Trihard School District
P. O. Drawer 1
Trihard, SC 29000

Dear Mr. Dogood:

This is a summary of the Board's evaluation of your job performance for this school year. Hopefully, through a discussion of strengths and weaknesses, your leadership ability will be enhanced, and as a result, the school district will serve its students more effectively.

Strengths Identified in the Board's Evaluation:

1. Community support has grown as shown by increased involvement in the volunteer program and the willingness of lay groups to participate in district-sponsored programs.

2. The newly instituted math program has improved the scores attained by students on standardized tests. The complete revision of curriculum guides and the adoption of new materials for all basic skills courses have revitalized the curriculum.

Areas of Responsibility that Need to be Improved:

1. The financial requirements for Instruction and Curriculum Development far exceeded the budget appropriations. Drastic shifts in funds were necessary to cover the deficits. Budget preparation for the coming year must reflect a more accurate estimate of anticipated expenditure.

2. Evidently, personnel recommendations were made without adequate consideration of all applicants. Several teachers, whom the Board has found necessary to release, were recommended in preference to applicants with superior qualifications and experience.

You may discuss this evaluation with the Board and/or file a written response.

Sincerely,

Mrs. Ima Boardmember, Chairman
Trihard School Board

IB/cc

**Forced Choice/Predetermined Standards Evaluations**

In most cases, Forced Choice/Predetermined Standards evaluations would utilize a checklist or a rating scale form of evaluation, using a five to ten point scale or quality statement such as "outstanding," "needs improvement," or "unsatisfactory." Evaluations of this type should follow predetermined responsibilities clearly outlined in the administrator's job description. General areas of responsibility should be included in ratings, along with other specific and unique responsibilities.

In all cases, provisions should be made for evaluator comments and administrator rebuttals. Where possible, evaluations should be combined with a job targets form that outlines a plan of action for strengthening noted weaknesses, identifies methods of appraisal, and states expected improvements on the part of the administrator being evaluated.

The examples that follow are based on the principal's job description included in Appendix B. Several incomplete evaluation instruments are shown, using various sections of the job description.

# TRIHARD COUNTY SCHOOL DISTRICT
# PRINCIPAL EVALUATION FORM

Name _____ Evaluator _____

School _____ Date _____

(THIS FORM IS TO BE USED IN CONJUNCTION WITH THE JOB TARGETS EVALUATION FORM)

**CHECK ONE BOX FOR EACH ITEM**

## ORGANIZATION AND STRUCTURE

| | OUTSTANDING | COMPETENT | AREAS OF WEAKNESS | NOT APPLICABLE | UNSATISFACTORY |
|---|---|---|---|---|---|
| 1. Delegates authority to responsible personnel to assume responsibility for the school in the absence of the principal. | | | | | |
| 2. Keeps the superintendent informed of school activities and problems. | | | | | |
| 3. Assumes responsibility for awareness and observance of all Board policies and regulations by the school staff and students. | | | | | |
| 4. Plans, organizes, and directs implementation of all school activities. | | | | | |
| 5. Serves as a member of committees and attends meetings as directed by superintendent. | | | | | |
| 6. Prepares or supervises the preparation of reports, records, lists, and all other paperwork required or appropriate for the school's administration. | | | | | |
| 7. Keeps supervisor informed of unusual events and activities as well as routine matters at the school. | | | | | |
| 8. Serves as an ex-officio member of all committees and councils within the school. | | | | | |
| 9. Keeps abreast of changes and developments in the profession by attending professional meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field. | | | | | |
| 10. Assumes responsibility for all official school correspondence and news releases. | | | | | |
| Specific responsibilities: _____ _____ _____ | | | | | |

# TRIHARD COUNTY SCHOOL DISTRICT
# PRINCIPAL EVALUATION FORM

Name of Principal _____

School _____ Date _____

(THIS FORM IS TO BE USED IN CONJUNCTION WITH THE JOB TARGETS EVALUATION FORM)

**CIRCLE ONE SCORE FOR EACH ITEM**

| | SUPERIOR | GOOD | AVERAGE | FAIR | POOR | NEVER |
|---|---|---|---|---|---|---|
| **STAFF PERSONNEL** | | | | | | |
| 1. Recommends the removal of a teacher whose work is unsatisfactory, according to established procedures. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Assists in the in-service orientation and training of teachers, with special responsibility for staff administrative procedures and instructions. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Orients newly assigned staff members and assists in their development. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Supervises all professional, paraprofessional, administrative, and non-professional personnel assigned to the school. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Evaluates and counsels all staff members regarding their individual and group performance. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Assists in the recruiting, screening, hiring, training, assignment, and evaluation of the school staff. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Conducts meetings of the staff necessary for proper operation of the school. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. Cooperates with appropriate state, college, and university officials regarding teacher training and preparation. | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. Assumes responsibility for own professional development through membership and participation in professional organizations; through attendance at regional, state, and national meetings; through enrollment in advanced courses, etc. | 5 | 4 | 3 | 2 | 1 | 0 |
| Specific responsibilities: _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| _____ | | | | | | |
| _____ | | | | | | |

# TRIHARD COUNTY SCHOOL DISTRICT
# JOB TARGETS EVALUATION FORM

Name _____ School _____

Position _____ Date _____

| Targets (Include all areas rated below expectations) | Plan of Action | Method of Appraisal | Outcome (To be completed by the evaluator at final conference) |
|---|---|---|---|
| | | | |

## Goal-Setting Process Outline

I. Goal setting in the pre-evaluation conference should be based on one or more of the following:
   A. district goals or targets
   B. self-assessment data based on specified evaluation criteria (i.e., job description)
   C. building goals
   D. evaluator perception based on documented evidence.

II. Self-assessment data should be a voluntary effort, but it is strongly encouraged. Subordinates are valuable sources of input for self-assessment. Criteria used in self-assessment should be based on district evaluation criteria such as job descriptions and specified job targets.

III. Criteria and data sources should be measurable, observable, and documentcd. A performance file is recommended as a means of recording progress toward goals. Data should be gathered from as many sources as possible.

IV. Adequate time should be provided to demonstrate attainment of goals.

V. Input from the administrator should be included in the post-evaluation conference.

VI. Where weaknesses are documented, a plan for assistance and adequate time should be provided for improvement.

VII. The evaluation should be cyclic. At the end of one annual review, goals should be initiated to develop the next cycle. This should be accomplished through input from the evaluator and the administrator.

VIII. All evaluation forms should be in duplicate to allow the evaluator and the administrator to keep file copies.

## TRIHARD SCHOOL DISTRICT
## PRE-EVALUATION CONFERENCE FORM (Sample Page)

Evaluation Period _____ to _____

| GOALS | PLAN OF ACTION | CRITERIA & DATA SOURCES FOR EVALUATION |
|---|---|---|
| 1. Superintendent Keeps the public informed about modern educational trends, and the policies, practices, and problems in the district's schools.<br><br>See Appendix B Superintendent's Job Descripiton Area: School-Community Leadership Item 1 | 1. (a) Write and publish monthly newsletter.<br>(1) Mail to realtors.<br>(2) Distribute to parents.<br>(3) Distribute to random non-parent members of community.<br>(b) Prepare slide/tape presentation on school district services and make available to community groups.<br>(c) Organize community drop-ins on a regular basis.<br>(1) Brief formal presentations of district program.<br>(2) Informal question and answer session.<br>(3) Involvement of principal, other staff, and students when appropriate.<br>(d) Encourage membership of staff in community organizations and emphasize importance of delivering positive information.<br>(e) Host an open house.<br>(1) Student achievement.<br>(2) Staff achievement. | 1. (a) Performance File<br>—Newsletters<br>—Written feedback on newsletters from selected individuals (i.e., board member, journalist, teacher, parent).<br>(b) Slide/Tape Presentation<br>—Calendar of scheduled use of slide/tape presentation(s).<br>(c) Calendar of scheduled drop-ins.<br>—Agenda of drop-ins.<br>—Parent survey data from drop-ins.<br>—Pre- and post-survey data from parents, staff, and students.<br>(d) Staff end-of-year and beginning-of-year reports on membership in organizations.<br>(e) Agenda and printed program of open-house activities. |

ADDITIONAL GOALS APPROPRIATE FOR THE SUPERINTENDENT'S EVALUATION MAY BE ADDED.

Date of Conference _____

Administrator's Signature _____ Date _____

Evaluator's Signature _____ Date _____

## TRIHARD SCHOOL DISTRICT
## PRE-EVALUATION CONFERENCE FORM (Sample Page)

Evaluation Period_____ to _____

| GOALS | PLAN OF ACTION | CRITERIA & DATA SOURCES FOR EVALUATION |
|---|---|---|
| 1. Principal<br>Assists in the in-service orientation and training of teachers, with special responsibility for staff administrative procedures and instructions.<br><br>See Appendix B<br>Principal's Job Description<br>Area: Staff Personnel<br>Item 2 | 1. (a) Schedule three staff development sessions.<br>(1) Conduct needs assessment on teacher strengths and weaknesses for implementing program.<br>(2) Include all administrators and teachers.<br>(b) Evaluate staff development sessions with written data. | 1. Calendar of scheduled programs.<br>Agenda of programs.<br>Participant's responses to evaluative survey instrument. |

ADDITIONAL GOALS APPROPRIATE FOR THE SUPERINTENDENT'S EVALUATION MAY BE ADDED.

Date of Conference_____

Administrator's Signature_____ Date _____

Evaluator's Signature_____ Date _____



23

23

# TRIHARD SCHOOL DISTRICT POST-EVALUATION CONFERENCE

## Administrator's Assessment of Goal Attainment

(Administrator includes brief description of personal perception of gains for this evaluation cycle.)

Suggested Goals for New Cycle:

## Evaluator's Assessment of Goal Attainment

(Evaluator writes brief narrative of administrator's goal achievement.)

Recommended Goals for New Cycle:

---

Based upon the evaluation process of Trihard School District, the performance of _____ is judged to be:

(Administrator)

Satisfactory

*Unsatisfactory

_____

Administrator Date

_____

Evaluator Date

*Must complete Plan for Improvement form.

# TRIHARD SCHOOL DISTRICT
# EVALUATION PLAN FOR IMPROVEMENT

Administrator _____

School Year _____

**Cited Weaknesses:**

**Plan for Improvement:**
(Include specific dates and timeline.)

Signatures: _____
Administrator Date

_____
Evaluator Date